



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Modern Foreign Languages Policy

"I used to think it was funny when I heard people in the street speaking different languages. Now I listen to see if I can understand them." (Year 6)

"It brings the world into your classroom." (Year 4)

Get Set for Primary Languages Conference - Stoke on Trent



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy	Achievement and Standards Committee
Date of Academy Committee Approval	14/06/16
Chair of Academy committee	Mr Ray Chadwick
Signature	
Chair of Academy Committee	
Policy review period	12 months
Date of policy review	June 2016

MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.
By achieving together through our love and faith, we place Christ at the centre of all we do.**

Introductory Statement

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.” The Key Stage 2 Framework for Languages (DfES 2005)

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Version Control			
Version	Date Approved	Changes	Reason for Alterations
Issue 1		Annual update of policy	

Aims and Objectives

Purpose of study (From the National Curriculum for 2014)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Rationale

At St Maria Goretti / St Gregory's Catholic Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps pupils to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own culture and the cultures of others.

Foreign language learning is being introduced to primary schools as part of the New Primary Curriculum from September 2014, which makes the study of a Modern Foreign Language (MFL) compulsory in Key Stage 2. St Maria Goretti / St Gregory's Catholic Academy recognise the value of this initiative and will provide age-appropriate primary language learning opportunities for all children in Years 3 – 6. At St Maria Goretti, the focus language is Spanish. At St Gregory's, the focus language is French.

In addition, both schools have long term planning in place to inform the introduction of MFL learning in Key Stage 1.

Aims and objectives of Primary Languages education at St Maria Goretti /St Gregory's Catholic Academy:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils
- stimulate and encourage children's curiosity about language and creativity in experimenting with it
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Roles and Responsibilities

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in modern foreign languages is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in MFL, and providing a strategic lead and direction for this subject in the school. The subject leader uses book scrutiny time to review evidence of the children's work, and may bid for subject management time to undertake observations of learning and teaching of MFL across the school. Subject priorities are identified alongside whole school priorities in action plans and reviews.

St Maria Goretti / St Gregory's Catholic Academy have established strong MAC links with the MFL department at St Thomas More Catholic Academy. Specialist language teachers from St Thomas More teach a 30 minute lesson in KS2 classes 4-6 on alternate weeks, providing very valuable CPD for non-language specialists in KS2. Their teaching and accompanying resources inspire confidence in KS2 staff, who then practise by delivering the language lesson on alternate weeks. This excellent initiative is set to continue.

Staff in KS1 are keen for their classes to be involved in language learning through songs, simple greetings and websites and this is supported by long term planning developed by the subject leader. MFL Teaching and Learning Support is also accessible in the shared area where teachers and support staff can access resources, planning documents and assessment support.

Teaching and Learning

Teaching and learning Primary Languages at St Maria Goretti / St Gregory's Catholic Academy

At St Maria Goretti / St Gregory's Catholic Academy we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher or MFL subject specialist from the MAC secondary school. The content of these sessions is reinforced by the class teacher during the week.

2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('Come in quietly. '; 'Listen. '; 'Look. '), to ask questions ('Who wants school dinner?'; 'What's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes

teachers and pupils develop new language skills together with teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

At St Gregory's where language learning has been established since 2007, opportunities for Year 6 to take part in residential visits to France have been developed in recent years. Engagement in the 'Where are you dear neighbour?' project by Year 4 has established links with pupils from a school in Eastern France.

Inclusion

Primary Languages teaching at St Maria Goretti / St Gregory's Catholic Academy is fully inclusive. No child is excluded because of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Children with English as an additional language are particularly successful with the language learning process.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated appropriately to meet the needs of individual children. Supportive pairs and groups for collaborative work may be used in different ways, depending on the task.

Planning and resources

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). Schemes of Work (Catherine Cheater / Monkseaton) used by St Maria Goretti / St Gregory's Catholic Academy respectively, are updated regularly to ensure that there is continuity and progression in both skills and content across all classes.

More recently, Chris Quigley Essentials provides learning objectives and milestones which match the New Primary Curriculum 2014 aims, attainment and subject content. Teachers collaborate when planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout the school. The Primary Languages section in the school library is regularly updated.

Assessment

Monitoring progress, assessing attainment and reporting

Opportunities to monitor the children's progress in Primary Languages are built into termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future

planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.

For reporting purposes, pupil's attainments in listening, speaking, reading and writing have been levelled using the Languages Ladder descriptions.

With the introduction of the New Primary Curriculum and changes to the measurement of pupil progress, assessment processes linked to Chris Quigley Essentials milestones and pupil tracking are being trialled along with some summative assessment of pupil attainment introduced by language specialists at St Thomas More Catholic Academy.

